

Childminder report

Inspection date: 28 March 2023

Overall effectiveness	Good
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The quality of education	Good
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Behaviour and attitudes	Good
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Personal development	Good
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Leadership and management	Good
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Overall effectiveness at previous inspection	Good
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What is it like to attend this early years setting?

The provision is good

Children are very confident in the childminder's home. They select resources and ask for any they cannot find. Children are friendly towards visitors and eagerly engage with them. This helps to promote their confidence in new situations. The childminder offers an effective settling-in process for new children. This includes inviting new children for short visits and using information from parents to plan activities that they will enjoy. All children settle very quickly, and the childminder establishes a secure and trusting relationship with them. Young children illustrate this as they spontaneously jump in her arms for a cuddle.

Children are determined learners. The childminder provides plenty of opportunities for them to practise their physical skills. For instance, younger children develop their hand-to-eye coordination as they pick up blocks and place them on top of others to make towers. Older children practise threading laces through holes. Children show great pride in their achievements and have good levels of self-esteem. Activities such as this help develop the small muscles in their hands in preparation for early writing.

Children behave very well in the setting. The childminder provides group activities that involve sharing and taking turns. For example, children eagerly participate in matching games where they try to find items that are the same. This helps children learn the social skills they will need when they move on to the next stage in their education.

What does the early years setting do well and what does it need to do better?

- The childminder knows the children well. She has a good awareness of child development and what she would like children to learn. However, some adult-led activities are not focused sharply enough on what children need to learn next. For example, some activities are too easy for older children and do not extend their learning and challenge their thinking.
- The childminder promotes children's language well. She provides a language-rich environment, where they hear new words. For instance, children learn new vocabulary such as 'marigold' and 'nutrients' during a planting activity. The childminder skilfully asks children questions to assess their knowledge and understanding. Children confidently explain their newly acquired knowledge as they describe what plants need to grow.
- The childminder has established strong partnerships with parents. She maintains an effective two-way flow of information about children's care and development. The childminder offers suggestions and ideas to support parents to extend their children's learning at home. Parents speak very highly of the childminder. They say that the childminder is 'enthusiastic' and that their children 'adore her'.

- Children enjoy learning about how to care for the childminder's pet dog. The childminder fully supervises the access children have to her dog. She understands the hygiene risks and takes appropriate steps to ensure children's safety.
- The childminder ensures that children wash their hands prior to eating. This helps to promote good hand hygiene routines. Children say that their hands are 'super clean' after they wash them. They show a good understanding of why it is important to wash their hands, saying that it is to get rid of germs.
- The childminder provides children with plenty of opportunities to be physically active, both indoors and outdoors. For example, children show great excitement as they join in action songs, pretending to be sleeping bunnies before they jump up to hop around
- Generally, children learn to recognise their own emotions through discussions. However, the childminder does not effectively support children to understand and recognise the reasons for their emotions and feelings. This impacts on their ability to manage their own feelings and behaviour.
- The childminder increases children's awareness of diversity through providing multicultural resources and celebrating some religious and cultural festivals. For example, children learn about Chinese New Year and welcome the Year of the Rabbit as they create their own lanterns.
- The childminder skilfully uses opportunities to develop children's understanding of mathematics. For example, children explore colours and shapes, and count objects as they play. As a result, children's mathematical development is well supported.
- The childminder makes use of the services in her local community. For example, they visit community groups, local parks and woodland, as well as take trips to local museums. This enhances their knowledge of the wider world and gives them the opportunity to socialise with other children.
- The childminder is committed to evaluating her own practice. She reflects well on experiences for children and uses this information to plan continuous improvements.

Safeguarding

The arrangements for safeguarding are effective.

The childminder understands her responsibility to keep children safe and protect them from harm. She has a secure knowledge of the possible signs and symptoms of abuse. The childminder knows the procedure to follow and the relevant agencies to contact if she has concerns about a child's welfare. She understands the process to follow should there be an allegation made against her. The childminder has procedures in place to help to ensure that her home is safe for children to play in. She helps children to learn about how they can keep themselves safe. For example, on trips out, she teaches children about 'stranger danger'.

What does the setting need to do to improve?

To further improve the quality of the early years provision, the provider should:

- ensure activities are sharply focused on what children need to learn next to help them make the best possible progress
- build on children's emotional understanding even further to help them recognise and understand their own feelings and those of others.

Setting details

Unique reference number	139632
Local authority	Surrey
Inspection number	10279898
Type of provision	Childminder
Registers	Early Years Register, Compulsory Childcare Register, Voluntary Childcare Register
Day care type	Childminder
Age range of children at time of inspection	1 to 6
Total number of places	6
Number of children on roll	9
Date of previous inspection	26 September 2017

Information about this early years setting

The childminder registered in 1994. She lives in Hindhead, Surrey. The childminder opens Tuesday to Friday, all year round, except for bank holidays. Sessions are from 7.45am to 5pm. The childminder holds a relevant level 3 childcare qualification.

Information about this inspection

Inspector

Sarah Richards

Inspection activities

- This was the first routine inspection the childminder received since the COVID-19 pandemic began. The inspector discussed the impact of the pandemic with the childminder and has taken that into account in their evaluation of the setting.
- The inspector carried out a learning walk and discussed the curriculum with the childminder.
- Children spoke with the inspector during the inspection.
- The inspector observed the interactions between the childminder and children.
- Parents shared their views of the setting with the inspector.
- The childminder provided the inspector with a sample of key documentation on request.

We carried out this inspection under sections 49 and 50 of the Childcare Act 2006 on the quality and standards of provision that is registered on the Early Years Register. The registered person must ensure that this provision complies with the statutory framework for children's learning, development and care, known as the early years foundation stage.

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